DOCUMENT RESUME

ED 133 686 CS 003 108

AUTHOR Currier, Michael E.
TITLE Five Fingers: Games and Activities to Motivate the Growing Reader.
PUB DATE 72
NOTE 115p.; Not available in hard copy due to marginal legibility of original document; Presentation made at Annual Meeting of the International Reading Association Plains Regional Conference (Wichita, Kansas, March 1976); Published by Armbrust Educational Publishers

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Class Activities; *Classroom Games; Elementary Education; Games; *Reading Games; *Reading Skills; *Student Motivation; Teaching Methods

ABSTRACT

Classroom games can activate student motivation by encouraging students and can prove valuable diagnostically by revealing information about students' cognitive and affective functioning. The 96 classroom-tested ideas presented in this book may be used to help develop and reinforce skills in word analysis, comprehension, and vocabulary at any grade level with any basal or individualized reading program. The games may be made from materials found in most schools' supply stocks. (JM)

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FIVE FINGERS

by Michael E. Currier

Games and Activities
to Motivate the Growing Reader

Armbrust Educational Publishers
3163 Leavenworth St.
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FIVE FINGERS

by Michael E. Currier

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FOREWORD

Since developing reading efficiency is a complex act, an innovative teacher must use a variety of methods and materials for meeting the diverse instructional needs of each child. Various motivational techniques such as reading games and activities can be employed with a high degree of success for developing and reinforcing skills in such important areas as word analysis, comprehension, and vocabulary.

The classroom-tested ideas which are included in this volume represent a valuable compendium for every teacher of reading. They can be adapted for use at any grade level with any basal or individualized reading program in use.

Mr. Currier has rendered a service to the profession for collecting such useful teaching suggestions.

Dr. Donald C. Cushenbery
Professor of Education
University of Nebraska at Omaha
Member National Council of the Right to Read
March 2, 1972

I INTRODUCTION

If it's worth being done, it ought to be fun. The word "Games" is found to be an appropriate acronym for "Games Activate Motivation by Encouraging Students". This represents the author's philosophy of reading instruction and the motivation for writing this book.

In my career as a teacher and reading specialist I have found too often that a major part of a poor reader's trouble is that he has become disenchanted with reading and what it can offer him. For some reason, he notices other children enjoying the early processes of learning to read and he finds himself experiencing nothing but heartache, embarrassment and a strong dislike for reading.

There is certainly no one best way to manage the instruction of reading. Reading games represent only one of many parts of a good, eclectic approach. Individualized instruction is a worthy intention but may be found to be almost unmanageable in the classroom. Reading games can contribute much toward a teacher's effort in maintaining this objective.

The games in this book are not categorized because many areas of reading can be utilized in the same game. There is not one aspect of the foundation skills of reading that cannot be fashioned into some type of learning game. There are some teachers who can construct an appropriate game situation around such simple activities as going to the restroom or standing quietly in the lunch line. These games, so versatile in the realm of reading instruction, can be conveniently adapted also to other skill areas such as math, spelling, etc.

The diagnostic value of these learning games is seriously underestimated in that few people realize how a child's performance during a game (whether he wins or not) reveals much about his cognitive and affective functioning. He does not feel he is under the influences of a testing situation, and his behavior can be gauged more reliably than under average testing conditions. His social feelings and behaviors can be observed. How a child attacks a problem, how he manipulates his own interactions with himself and others, how he operated under pressures of success and failure are sometimes more important than the actual content of the material he is learning.

INTRODUCTION (CONT.)

The sizes of the games described have been found to be suitable for cutting from conventional 9" X 12" or 12" X 18" oak tag and construction paper. The felt-tip markers found in most schools' supply stocks are excellent for printing on oak tag and construction paper. In some cases, a Flair pen is recommended. Use color as much as can be deemed appropriate--children like to pick their favorite colors more than they like to look for the "easy" materials they are given. Lamination increases attractiveness and durability of the games you are making. Application of clear contact paper is a second-best solution.

Inexpensive plastic shoe boxes, cereal or detergent boxes covered with attractive contact paper, three-pound coffee cans and plastic bottles have been found excellent for storing games.

The worst abuse of learning games is use as instructional media. They are to be used only as a practice or reinforcement activity for a skill or concept, and not as the vehicle through which learning takes place. In other words, DO NOT USE A READING GAME FOR A SKILL UNTIL THAT SKILL HAS BEEN LEARNED THROUGH NORMAL INSTRUCTIONAL CHANNELS.

INTRODUCTION (CONT.)

A game cannot be drawn from a shelf indiscriminately. The teacher must be able to predict somehow the effect and consequence. A game should be selected first because of its educational value and secondly because of its element of fun. Most of these games are intended for small groups--3 to 5 players. Many canbe played without supervision while others must be supervised.

Many commercial, non-educational games can be profitably used to the purposes of the instructional games described herein. A teacher with a gameful imagination can use games like "Kaboom", "Tip-It", and "Hi-Ho Cherry-O" and adapt them appropriately to just about any area of skill development she wishes. Game ideas that could be constructed around using pieces from small, simple puzzles are unlimited. Many educationally oriented commercial games are very worthwhile and can be found in any well-stocked toy store.

It may appear that most of the games in this book are for elementary grades. But a game, or its central idea, usually can be adapted to fit any needs, maturity included.

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1

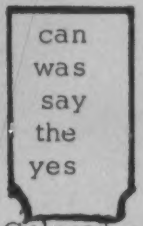
FIVE FINGERS

Purpose: Sight word drill

Materials: One 5 Finger Card for each player made from a sheet of 9" x 12" oak tag folded down the middle. The left side of the sheet is cut just to the middle fold into six equal strips, and the bottom strip is taped to the other side to make a pocket.
Six 6" x $4\frac{1}{2}$" construction paper Colored Word Cards
Ten 2" x $4\frac{1}{2}$" flash cards
3 lb. coffee can

Ten Dolch words (or other vocabulary words) are assigned to each set, and one word is written on each flash card. Five of these ten words are written on each Colored Word Card in random order. To achieve random

5 Finger Card



Colored Word Card

order, number the words 1 - 10. Then write the five words on the Colored Word Cards in, for example, the following order: 1-2-3-4-5, 6-7-8-9-10, 10-9--8-1-2, 10-8-6-4-2, and 9,7,5,3,1. The bottom of each Colored Word Card should be trimmed slightly as illustrated. Each Colored Word Card should be a different color. Each set should be marked with a separate symbol to avoid mixing up the sets.

Procedure: Each player chooses a colored word card which is slipped into the pocket of his 5 Finger Card. The first player draws out a flash card word from the coffee can and reads it to the group. Players who have the word cover it with the appropriate finger. Play continues until someone covers all the words on his card and says, "Five Fingers!" The winner reads back the five words, and players who hold those flash cards return them. If a player reads a word incorrectly, he should be offered another card to read as an opportunity for success.

3

STOP AND GO

Purpose: Beginning and ending consonant substitution; vowel substitution

Materials: 12" X 18" oak tag card with 4 medium-sized paper clips evenly spaced and glued and taped in back along the middle of the longer dimension, $3\frac{1}{2}$" X 4" construction paper cards--green for the beginning consonant letter patterns, red for the endings, and yellow for the vowel presentations

Procedure: The teacher should start with a word on the card such as green 'M' a yellow 'A', and a red 'P'. The colors should represent to the children green for"go", or "begin", yellow for " caution", and red for "stop" or "finish". The teacher would say to a player, "Give me a 'GO' (or 'STOP')," asking for one of the cards to be exchanged for one that the child has before him. He then is to say the new word. Game rules can be made around this theme. Vowels, in the beginning, should be substituted by the teacher.

4 TRAIL GAMES

Purpose: Practicing phonic principles or sight words

Materials: Two 12"x18" oak tag sheets, masking tape, felt markers, pictures cut from old or used workbooks

Procedure: First, to make the game board, lay the two oak tag sheets together and then tape along on edge while they are together. Thus, when they are folded out, it will lay flat and the oak tag will not get worn when it is folded. The teacher or the students can make trail games of many kinds to fit just about any story. Such typical themes are treasure hunts, space trips, safaris, auto races, and animal stories. Make them colorful. Often, complexity detracts from the usefulness or attraction of the game. Words can be printed or cut from old workbooks. The Ginn Word Enrichment Program has been found to be one of the most useful and appealing sources of pictures. The content of the games can center around any concept of word analysis

or vocabulary study. It is best not to mix concepts such as consonant blends and digraphs. Depending on the number of players and time, about 30-35 spaces is recommended. It is suggested that 1/6th of the spaces be devoted to such things as FREE, LOSE 1 TURN, or EXTRA TURN. The player's markers can be just about anything. Many playing rules can be varied, but they should be clearly established and written down. The method of selecting how far the player moves around the trail can be just as varied. A discussion of these is found in this book under the title of "Spinners," or "Shake and Take." A good way of determining movement on the board instead of going only so many spaces is to color code the spaces with four colors arranged in a random sequence, and then the player is to move to the "next green space," for example, as determined by a four-color spinner.

6

SPINNERS

Purpose: To determine the movement of players on "TRAIL GAMES"

Materials: Oak tag (6"x12"), large paper fastener brads, 2" paper clips, masking tape, felt markers

Procedure: It is best to make a universal spinner that will suit many different types of trail games, instead of having a separate spinner for each different game. The 6"x12" oak tag is folded in half and a 4" circle is drawn on one side. A large paper brad is put through the center of the circle. The circle is divided into 4 or 5 equal partitions. Each partition is assigned a separate color and is given a number. The head of the brad should be held above the surface of the oak tag while the leaves are being spread out so the clip will have space to rotate. The leaves are taped on the inside of the card before it is folded together and taped around all four edges. It is surprising to see how something this crude works so well and with quite a bit of randomness.

7

BEAN BAG PHONICS

Purpose: Practice phonic principles

Materials: 5" plastic whipped-cream containers nailed to a 30" square board (number depends upon principle being involved), 2" or 3" bean bags

Procedure: At a distance of approximately 6 to 10 feet, players toss bean bags at the containers. When a bean bag lands in a container, the player has to say a word satisfying whatever is written in or on the containers. Vowels or indications of hard and soft sounds of 'c' and 'g' could be written on the containers. Also, educational baseball can be played with this device by arranging the containers to resemble a baseball diamond and involving appropriate rules and scoring.

8

SHAKE AND TAKE

Purpose: To determine the movement of players on "TRAIL GAMES"

Materials: Plastic $\frac{1}{2}$ gallon juice bottle, 6 ping pong balls

Procedure: Cut the lip off the top of the plastic bottle, and it will be just slightly larger than the size of a ping pong ball. Write numbers 1 to 6 in different colors on the balls. The device can then be shaken and a ball tipped out to decide who goes first or how many spaces a player is to move. The outside of the bottle can be decorated appropriately with the name, "Shake and Take."

9

DISC PITCH

Purpose: Sight word drill; phrase reading; phonics elements

Materials: 6" paper plates of two different colors, regular size wastebasket possibly decorated like a basketball net

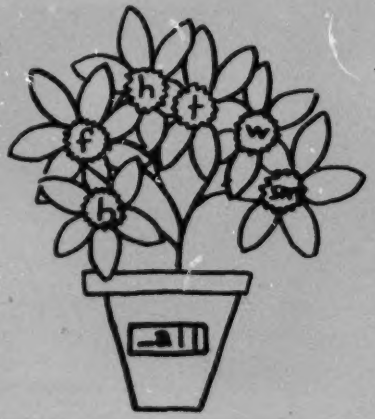
Procedure: On the small paper plates are written sight words to be practiced, vocabulary words to be learned, or phonic elements to be drilled. Each player picks a paper plate from his stack (all the same color) and reads the word or phrase, or gives a word representing the particular phonic element printed on it. If he is successful, he may try to toss it into the wastebasket at a distance of about 10 feet. Then the other player takes his turn. At the end of the game, the paper plates can be counted by color to see who is the winner. If desired, 1 to 3 points can be written on the bottom of the plates to enhance the scoring.

10 FLOWER POWER

Purpose: Word family study; phonics principles

Materials: Colored cupcake papers, 2" construction paper circles to fit in the bottoms of the cupcake papers, flower petals

Procedure: On a small bulletin board, construct some bright colored flowers as suggested in the illustration using cupcake papers for the center of the flower. The 2" circles can be changed easily to determine the word family pattern of the phonics principle to be practiced. If the petals are made separately, they can be changed quickly to be more suitable for the word family pattern. Once a child has "picked" a flower successfully, he may draw his own flower in a bouquet to take home to mother.

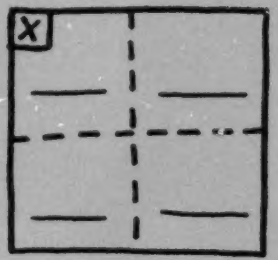


11

FOUR SQUARE

Purpose: Word recognition; consonant and vowel substitution

Materials: The game is played much like the playground game of "Four Square." A square is marked with an 'X' to signify the serving square and the point where new players enter the game. Rotation goes clockwise so that the person in the lower left square is the leader of the game at the time. The server writes a four or five letter word in his square and names a player in another square, and the latter is to change only one letter in his word and to read the new word. The same word may not be used in the same square in the same game. When a player cannot make or read a word, he steps out and the play rotates clockwise.



12 FOX SOCKS IN A BOX

Purpose: Study of the 'x', 'ks', and 'cks' sound

Materials: Colored construction paper sock profiles with 4 or 5 'cks' words written on them, shoe box

Procedure: The children all chant the following jingle as one child draws a sock from the "drawer" (box):

Once upon a time
There was a little fox
Who kept his socks
In a chocolate box.
He took out a (color) sock one day,
And on this sock these words did say:

If the child is successful in identifying the words on his sock, he gets to keep the sock for the remainder of the game.

13

GHOST

Purpose: Word recognition; phonics drill; vocabulary

Materials: $1\frac{1}{2}$" squares of construction paper with the letters G-H-O-S-T, a set for each child in a small group

Procedure: The object of the game is for each child to make his ghost disappear by being able to give each letter back to the teacher. This may be done in may ways. For example, in a small group of 4 or 5 students, the teacher might ask to, "Give me a short a," or "What's in rope?" Rhyming, synonyms, antonyms, or sight word flash cards may also be used. The first child to respond correctly gets to give one of the letters of his ghost to the teacher. Any type of speed response contest could be handled in this way.

14

MONEY IN THE BANK

Purpose: Recognition and practice of phonic elements, sight words, phrases and sentences

Materials: Large oak tag card in the shape of a colorful pig (bank), oak tag shaped like coins in 1¢, 5¢, 10¢, and 25¢ denominations, a large shoe box or envelope attached behind a slot in the piggy bank to receive the coins

Procedure: On the 1¢ coins are printed letters and phonic elements; on the 5¢ coins are printed sight words or word family elements; on the backs of the 10¢ coins are printed phrases. The 25¢ coins have sentences written on them. As the children are successful in reading whatever is on the coins, they get to put money in the bank. Or words could be written on ears of corn made of paper and "fed" to the pig.

15

GO-WORD

Purpose: Word building (higher grade level skills)

Materials: Two 9"x18" oak tag cards hinged in the middle with masking tape--and divided into rows and columns of 16 squares each, a large set of letter tiles (3/4" squares) much like those used in many of the Lyons and Carnahan Spelling Games Learning Kits

Procedure: This game is an adaptation of the ancient Chinese game of "Go" played with black and white stones. The middle four squares each have one dot in them; the surrounding 12 squares each have two dots; the next surrounding 20 squares each have three dots, etc. This is repeated after the fourth "ring" of dots with one, two, three, etc. The outside "ring" will have four dots in each square. The object of the game is for each player to lay down one letter tile at a time in turn and be the first to make a four letter word. A player can play on the other's words. The words can be

made horizontally, vertically, or diagonally. ("Frontwards or backwards" makes the playing hard for the better students.) The difficulty of the game is to be able to beat the other player to his own word while trying to build one's own word. The games are sometimes rather short lived. Points can be accumulated by counting the dots under the scoring word for each player as he wins. The letter tiles are face up in a pile, and the players letters deliberately. The playing board is "cleared" after each winning game. This game is just as much fun when played with different color markers instead of the letter tiles, and the goal is to make a "string" of five markers in any direction of the same color.

17

GRAND PRIX

Purpose: Trail game design to be used with any skill practice

Materials: 2 12"x18" oak tag cards hinged together with masking tape (as described on "Trail Games")--make about four racing lanes of either equal length or equal spaces; section each lane into about 40 spaces; have about two areas of "yellow flag" where the players can not pass each other while in that area; have 2 or 3 pit stops" where the players have to miss out on two turns (be sure to make all racing lanes equal to each other by staggering the pit stops"); the same line can serve both as a starting and a finish line; 4 small ($1\frac{1}{4}$") plastic toy cars are needed.

Procedure: With the players lined up at the starting line, say, 'Who can be the first to give me a 'long e' (or whatever) word?" Or, "Who can rhyme a word with knees?" Sight word flash cards can also be used. Whatever the case, the child who answers first gets to advance his racer one space, and so forth until a winner comes across the Finish Line.

18 HALF AND HALF

Purpose: Recognition and pronouncing syllables and blending them into possible known words.

Materials: 2"x4½" construction paper cards of different colors--write one syllable on each card to make two-syllable words so that the word looks as one when the two cards are joined.

Procedure: This may be played as a game to have the cards all dealt out, and each player reads one of his syllables (after he has matched all possible sets he holds in his hand) and indicates whether it is the first or last syllable. Another player then reads his syllable and the original word. Another way to play is to have the first and last syllables in adjoining piles. One syllable is turned up and the player tries to guess what the whole word is by being able to pronounce the syllable and note its position. A successful guess gets to keep the two cards.

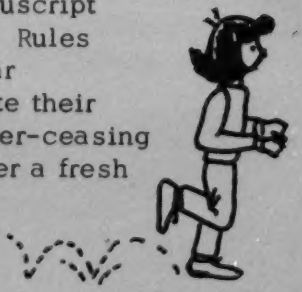
19

HOP WORD

Purpose: Word recognition; spelling

Materials: The game should be played in the gym or other large area

Procedure: A child attempts to spell out a word to the other members of the group (preferably sitting up on the stage so they can get a better perspective). Using one of the many lines in the gym as the base line, the child hops, skips, or walks out the letters to spell a word--using a different manner of movement between the letters if he is "writing" in manuscript instead of cursive. The larger the letters, the better. Rules and points should be created according to the particular nature or purposes of the group. Having the class write their spelling words in huge formations in the snow is a never-ceasing form of delight if a large enough field can be found after a fresh snow fall.



20 COMPOUND WORD GAME

Purpose: Recognition and matching of compound word elements

Materials: 2"x4½" flash cards

Procedure: On 20 flash cards, print the single elements of ten compound words. On the back, near the junction of the two matching cards, paste the same color construction paper dot or felt pen mark. The compound elements could be written towards the edges of the cards so they appear as one word when connected and aid in the determination of which is the first element and which is the second element. But, this is not entirely necessary. The 20 cards are jumbled and laid out, and the child pronounces each word. The object is to pair up the matching compound word elements. Self-correction can be accompliished at the very end of the activity This may be played as a game by having two or more players do different sets as a race of both time and accuracy.

21

PULL-APARTS

Purpose: Practicing syllabication principles

Materials: 2" x 4½" oak tag cards and smaller pieces, masking tape, felt markers

Procedure: As shown in the illustration, construct an oak tag word card that will divide itself precisely where the word is divided according to its syllables. The description of the syllabication principle can be typed on a small piece of paper and be pasted on the intervening flap so it can be read when the word is pulled apart. The masking tape should be applied from behind so as not to interfere with necessary printing. Separate pieces of oak tag should be used to let the tape do the folding.

22

CONCENTRATION

Purpose: Word analysis, vocabulary, rhyming

Materials: 3"x4" oak tag cards, old workbook pictures (optional)

Procedure: 8 to 25 pairs of cards are made (depending on age level and number of children) involving rhyming words or pictures, synonyms or antonyms, color and color words, homonyms, sight words, or--for a more advanced level--word syllables such as trac-tor, win-ter, an-gle, etc. Concerning the latter, 10-12 pairs is recommended, and care should be taken to avoid cross-pairings which might involve the same syllable but would form a different word. The cards are placed face down in rank and file rows. The typical game of concentration is then played. The group size should be kept small (3-4) to avoid unusually long-term memory. This game is often underestimated in terms of its qualities of instructional value and captivating stormy day interests.

23

JUMP BALL

Purpose: Sight word drill

Materials: Sight word flash cards, Dixie cup baskets appropriately mounted to serve as baskets as in basketball

Procedure: A large stack of sight word flash cards is used, and it is placed face down before two players, perhaps from two teams. A 1-5 spinner is used by both players--taking turns being first. The player spinning the highest number gets the chance to read the next word in the sight word pile. In case the players spin a tie, the first player gets the opportunity to read. If the word is read correctly, the player puts the card in his team's basket and scores two points. If he misses or can't read it within a certain designated time, it's declared a foul and the opposing player gets a chance for a free throw--to read the word--for one point. If both miss, the card is returned to the bottom of the stack.

24

"I HAVE IT!"

Purpose: - Structural analysis study

Materials: 3"x4½" cards--a set of different common endings or suffixes for each player, and a set of root words

Procedure: Sets of common word endings and suffixes are number or color coded so that the sets may be regrouped quickly after the game is played. A large set of root word cards is prepared which will fit many endings at the same time. The teacher or dealer turns up a root word card at a time and the players try to see who can say "I have it!" first, naming the resulting new word combination of the root word and the ending. Another way to play is to have each player, in turn, reveal a card and decide on his own if he can combine one of his endings with the root word. If not, he leaves it face up in the discard pile. A player may take the top card from the discard or the playing pile to use when his turn comes. The player who gets rid of his cards first wins. Sometimes the player may have to respell the word.

25

KEYHOLE CARDS

Purpose: Recognition of common word elements; consonant substitution

Materials: 6"x9" oak tag cards with 1-3/4" square hole cut out in the left portion of the card; write a common word element just to the right of the hole, such as ab, aw, or ose; a picture cut from an old or discarded workbook can be pasted above the hole such as crab, saw, or rose; a 12"x18" oak tag card can be sectioned off in 9 x 6 squares (1-3/4") which will leave a border around the edge; single consonants, blends, and digraphs are printed in some order in the 9 rows across and the 6 rows down.

Procedure: Although this is not a game, it can be used in a very fun way. The reader slides the keyhole card across the large card, and he reads the words that are formed. Not only does he gain practice in substituting consonants, but the idea that 'ose' is usually sounded like "ōs" is always held paramount in the process of the activity.

26

FIND YOUR PARTNER

Purpose: Letter learning; sight word practice; phonics practice

Materials: Flash cards with pairs of anything such as: capital and small case letters, letter and pictures, rhyming words, etc.

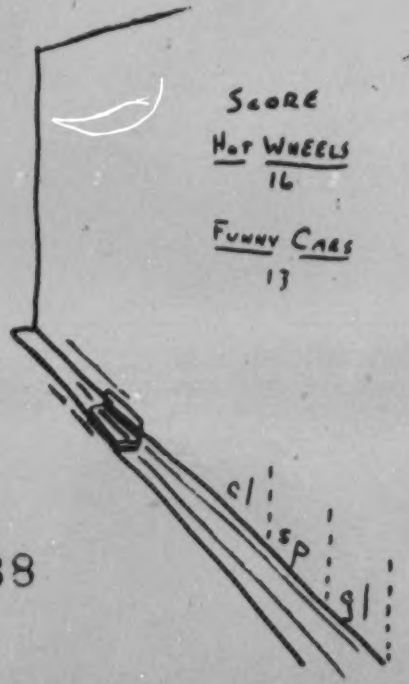
Procedure: Pass the cards of each pair out to each member of an even-numbered group--one card to a player. At a given signal, the players try to find their matching partner. If 5 pairs were passed out, the first players to come to the teacher claiming their partnership get 5 points each, the next pair 4 points, etc. The pairs of cards are collected, and new cards are passed out for the players to find new partners again. This is a noisy, active game for 8 to 12 players.

27 ". . .AND WHERE IT STOPS EVERYONE KNOWS"

Purpose: Blend, digraph or vowel study; phonics principles.

Materials: Chalk eraser and chalk rail.

Procedure: At one end of the chalk rail write 5 or 6 blends, digraphs or the vowels (with diacritical markings) about $1\frac{1}{2}$ eraser lengths apart. The student shoves the eraser so that it slides down the rail. He tries to say as many words as he can using the blend, vowel, etc. that the eraser stops closest to in a 20 or 30 second time period. Points are scored for each correct word, and the phoneme is erased until all are gone and a new set is given.



28

AROUND THE WORLD

Purpose: Word recognition drill

Materials: Flash cards

Procedure: In the small reading group, the first child stands beside his neighbor. The teacher flashes a word to them, and the first child to repeat the word correctly gets to move on to the next child. The loser takes the seat where the last contest took place. The first child to travel all the way around the group and reach his original seat is the winner.

29

CAT AND THE RAT

Purpose: Word recognition drill

Materials: Word flash cards or word cards in sentences placed on the chalk rail, rulers to be used as pointers

Procedure: Words to be practiced are placed in a row along the chalk rail or are placed in sentences. A "rat" and a "cat" are selected. The teacher or another child calls out one of the words. The cat or the rat tries to be the first to touch the word, or take the card. He then has captured the "cheese" and is to run with it to a designated spot in the room before the other player can tag him. A point is scored for the appropriate team--the "Rats" or the "Cats." It might be best not to assign children to the team designations, but to select children at random. Head bands might help portrayal.

30

CAT'S MEOW

Purpose: Structural analysis drill

Materials: Cat silhouettes on a fence (chalk rail)

Procedure: Words are written on the body of the cat with prefixes on the head and suffixes on the tail. The children attempt to scare the cats off the fence by pronouncing the words and explaining their meanings according to the prefixes and suffixes.

31

CHAINS CAN'T TIE YOU DOWN

Purpose: Sight word development

Materials: 1"x6" colored construction paper strips, felt-tip pen

Procedure: As a child masters color words, number words, letter names or sounds, sight words, or phonic elements, he or the teacher writes them on the colored strip and bends it into a loop and has the ends stapled. As more words are mastered the loops form a chain that grows and grows. The child can periodically use the chain for review. If enough chains are made and are long enough, a beautiful and meaningful chain wall or partition can be hung from the ceiling or light fixtures to enclose a reading interest center in a corner of the room.

Variation: This idea works quite well for mastering math facts. Write the unfinished equation on the outside of the loop and the answer, if necessary, on the inside of the loop.

42

32

CHECKERS

Purpose: Word recognition, rhyming, vocabulary, sight words

Materials: Checker board, cellophane wrap, felt-tip pen, checkers

Procedure: If the checker board is to be used for several different games, cover it with cellophane and tape loose ends on the back. This will allow the red squares to be written on with a felt-tip marker. On the squares, so that each player can read it, write different sight words, blends, vowel presentations, etc. As a regular checker game is played, the player must read the word or say a word fitting the particular phonic element on the square he intends to move to. When a player's piece becomes a "king" he no longer has to do anything when he moves that piece.

Variations: Math facts could also be used

33 CLOWNING AROUND WITH WORDS

Purpose: Blending of beginning and ending word elements

Materials: Large drawing of clown on oak tag with turning colored balls with beginning and ending sounds.

Procedure: The balls on the clown's hands are made to rotate on paper fasteners. The object is for the player to be able to pronounce the words formed by the beginning and ending word parts. A vowel card attached to the clown's bib could be used when the two balls represent only beginning and ending consonant combinations.

34

COLOR BINGO

Purpose: Sight word drill; phonic study; letter study

Materials: A 4 X 4 or 5 X 5 bingo card, 4 or 5 colored felt markers

Procedure: The contributions of bingo-type games for educational purposes have been around for longer than many teachers can remember. Try a truly new twist! Whether the study be of sight words, blends, vowel sounds, etc. write the words or letters in the bingo squares in different colors. Randomly scatter the colors so that no two colors appear more than once in any rank or file row. This can easily be done. Instead of having a win be all 4 or 5 squared in a straight row, the win could be for covering all the squares of any color. Another method is to use a 4 or 5 color spinner. As a child spins a color, he reads all the words of that color and covers up his successful responses. An error must have that color spun again in order to be able to read it another time. The first player to have his card or any straight row covered wins.

BATTLESHIP

Purpose: Sight word drill

Materials: Dolch' s Group Word Teaching Game or similar size equivalent, 4 3/4" silhouettes of battleships made from overhead transparency material (1 for each player)

Procedure: With a suitable barrier between the two players, each places a battleship over either 3 or 4 words in a straight line vertically, horizontally, or diagonally. In turn, the players "exchange shots" by saying words on their cards to each other. The words are in strikingly different places on the two cards. As a word is pronounced, each player covers it with a marker ("bomb"). The attached player indicates a "hit" or a "miss", and then selects a word to pronounce. If a battleship is hit twice, it is sunk, and the other player wins.

36

CAPSIZE!

Purpose: Word-building; spelling

Materials: Flannel board, ship (yarn silhouette), letter cards

Procedure: The outline of a ship or canoe is attached to a flannel board. Flannel-backed letter cards arranged to spell words representing passengers. While the children close their eyes, the ship capsizes, spilling all its passengers. In turn, the children attempt to rearrange the letters in their original order. A construction-paper lifesaver may be awarded for a correct response.

Variations: Math--equation sentences

37

COOKIE SHEET PHONICS

Purpose: Word blending; structural analysis; phonics principles

Materials: Inexpensive cookie sheet, "Magna-Strip"--a commercial material that is a long rubber strip impregnated with magnetic particles which can be cut and bent and stuck to any flat surface--construction paper or oak tag cards and shapes

Procedure: Word cards, syllable cards, phonograms, etc. can be put on the cookie sheet by sticking a $\frac{1}{2}$" chunk of Magna-Strip to the back of the card. The device is nothing more than a different form of flannelboard, with the exception that the cookie sheet can be used to store the lesson and to be stacked on a shelf. An attractive color of construction paper can be adhered to the bottom of the cookie sheet to make a contrasting background. Word family "animals" can be made to practice rhyming--<u>sn</u>ake, <u>ch</u>ick, <u>d</u>og, etc.

38

COPYCAT

Purpose: Sound discrimination; phonics principles

Materials: None (a "magic slate" may be useful for higher grade students)

Procedure: Individuals or team members take turns naming a challenge word to the other player. The other player is to say a word with identical beginning and ending consonant sounds. If he is successful, one point is awarded. Then, the other player gives the first player a challenge word. With students in the higher elementary grades, "magic slates" may be used for the students to write the words to verify their validity.

39

DOT-TO-DOT

Purpose: Sight word practice; phonics principles; rhyming words

Materials: Large 12"x18" oak tag or chalk board

Procedure: A grid of 1" circles is made of approximately 8 X 10 dots. In the circles are printed sight words, words to rhyme, or phonic elements (blends, vowels, etc.). Two children play the game by reading the word or giving an exemplary word for the phonic element for each of the two dots he wishes to connect with a line. Only adjacent horizontal or vertical dots may be connected. The object of the game is for each player to complete the fourth side of a square and initial it as his own. When a square is completed, the player must immediately make another connection. The player with the greatest number of squares wins.

D. 'D. T.

Purpose: Recognition and identifying the sound of words ending in -ed

Materials: Card game, "Stick Dip" (see game card), rubber-tipped darts

Procedure: Many cards with words ending in -ed written on them are shuffled and played similar to rummy--the player needing to collect three with the same ending sound of 'ed' - 'd' - or 't'. The one to "go out" first wins, etc. "Stick Dip" can be categorized in the three sound groupings. In another way, a three-section bull's-eye target can be drawn on the chalk board. Players shoot the rubber-tipped darts, trying to get points by giving words that represent the particular ending -ed sound where the dart landed.

41

DOMINOES

Purpose: Practicing phonic principles

Materials: $1\frac{1}{2}$"x3" oak tag cards, felt-tip marker, pictures cut from old workbooks

Procedure: The age-old game of dominoes is underestimated in terms of its educational value in practicing phonics principles. A set of phonics dominoes can be easily made by pasting pictures from old workbooks. Different domino sets can be made around such principles as initial and/or final consonant sounds, blends, beginning and ending consonant digraphs, long and short vowel sounds, or rhyming pictures. It might be well to afford some sort of oak tag tray for the players to stand their dominoes up in.

DON'T BREATHE

Purpose: Sight word drill; phonic principles

Materials: 1" construction paper circles, Q-Tips or 3" sections of plastic soda straws

Procedure: Write sight words, consonants, blends, digraphs, etc. on the 1" circles of construction paper. Make two of each with most being of two different colors--only a few of the same color--and one set of black blank circles. Glue the pairs of circles on the ends of the Q-Tips or straws with the printed side out. A collection of straws centering around a single principle are dumped at random on a table and the game proceeds the same as "Jack-Straws." The few straws of the same color should count 5 points instead of the 2 for the straws with different colors on the ends. The black blank straw should be worth 10 points. As the straws are picked up, the sight words are pronounced or a word is given that represents the phonic element.

43 DR. SMILEY AND MR. FROWN

Purpose: Discrimination between long and short vowel sounds

Materials: Double thickness oak tag figure of a face, pipe cleaner, paper fasteners; or, several faces drawn on ditto copies

Procedure: Each child in a group has a card with a face on it as is suggested in the illustration. The pipe cleaner is inserted between the leaves of the paper fastener just under the head before the fastener is stuck through the slits in the face. The leaves are spread apart beneath the first thickness of the folds, the card is then taped around the edges. The pipe cleaner is used to make a smile on the face for short vowel sounds, and is bent straight to make a stern expression for long vowel sounds. The words may be given to the players orally, by pictures, or in print.

THE DRAGON AND THE PRINCESS

Purpose: Word recognition drill; phonics study; vocabulary

Materials: Chalk board illustration of a princess tied to a post and a dragon approaching from the water--five or six waves should be drawn between the princess and the dragon, and the princess should have the same number of rope turns wrapped around her.

Procedure: For what ever activity is being studied, whenever an incorrect answer is given, a wave is erased indicating that the dragon is approaching closer to the princess. Whenever a correct response is given a turn of the rope around the princess is erased, indicating that the princess is closer to being freed from her peril. The object of the game is to remove the ropes from the princess to give her her freedom., and not to allow the waves to be erased.

45

KEYHOLE CARDS -- VOWEL SOUNDS

Purpose: Recognition and substitution of vowel sounds in words

Materials: 6" x 9" construction paper cards and 6" x 9" oak tag cards--
in the middle of the construction paper cards, cut a 1 3/4" square hole

Procedure: On the oak tag cards write four different sets of vowel sound groupings--single short vowels, 'r' controllers, digraphs (ai, ee, ea, oa, ui), and diphthongs (oi, ou, ow, oo)--distributed evenly on the card. On the construction paper cards, on each side of the square hole, write beginning and ending consonant patterns--easy (single consonants), moderate (one a single consonant and the other a blend or digraph), and hard (both a blend or digraph). If desired, the piece from the square hole can be saved and taped at the end of the word to be folded down as a final 'e', when it can apply. The students cover the vowel presentations with the hole and read the words. Many will be nonsense words.

46

LIVING LETTERS

Purpose: Spelling drill: word building

Materials: Large letters printed on 9" x 12" colored construction paper--duplicate many of the more frequent consonants and the vowels

Procedure: Distribute the cards to the entire class, giving extra cards to those who hold the low frequency cards. Words are pronounced and the children come to the front of the room and arrange themselves in the proper order. Such concepts as when to double final consonants and when to drop a final 'e' become more vivid and easier to remember when the children do the actual moving around. Multiple cards may be given to members of two teams, and they can compete with each other to spell words rapidly and accurately. No communication should be allowed among team members for this type of game.

47 KING KONG ("KING OF THE HILL")

Purpose: Word recognition drill

Materials: Small chair or stool, word cards

Procedure: A child is selected to play King Kong, and he stands on a chair or stool. The other players line up to challenge King Kong. The teacher reveals a word card to the ape and the challenger. The first to read the word correctly gets to take over the "hill". In case of ties, the next player comes to challenge King Kong. If King Kong survives all successive challenges by all the players, he receives a construction paper banana pin to wear signifying his superiority, and another ape mounts the chair.

48 MONKEY SEE--MONKEY DO

Purpose: Sight word recognition and retention

Materials: Flash cards or chalkboard

Procedure: The children in the small group sit facing the teacher who holds up a flash card or writes a word on the board. When the children think they know the word, they cover their eyes with their hands without peeking. After a reasonable number have done so, the teacher covers the word and asks one of the children who had covered his eyes to say the word.

Variation: The teacher displays three words. After a period of about five seconds, the children hide their eyes and the teacher covers only one of the words. The children are asked to uncover their eyes, and one child is chosen to tell what word is hidden. Different children can take the place of the teacher.

49

NO MONKEY BUSINESS

Purpose: Sight word drill

Materials: Sight words written on construction paper bananas, monkey mask or representative headband, shoe box

Procedure: The child who is "It" wears a headband or monkey mask. The sight words on bananas are shuffled in a box and passed around the group. As a child picks out a word and reads it correctly, he gets a point or keeps the banana. If not, the monkey gets to read the banana and keep it for himself. The fast-moving competition centers around keeping as many bananas as possible from the monkey. The one who gets the most bananas gets to play monkey next.

Variations: Math facts, rhyming words, etc., may be written on the bananas.

50 OLD BACHELOR

Purpose: Phonics, sight word, or structural analysis drill

Materials: 3" x $4\frac{1}{2}$" oak tag cards

Procedure: This game is a variation of Old Maid. Any concept may be used as long as pairs of something are used--rhyming words, rhyming pictures, beginning or ending consonants or blends pictures, root words with different affixes, homonyms, etc. A card with a grumpy looking man can serve as the Old Bachelor. The winner can be either the one who ends up with the Old Bachelor or the one who does not have it. For three to five players 15-20 pairs can be used, but if there are only two players, 10-12 cards should be dealt. Then, as a player lays down a pair, both he and his opponent draw from the pile until it is exhausted.

51

ROLLING SENTENCE GAME

Purpose: Sentence construction

Materials: $1\frac{1}{4}$" wooden blocks (most large lumber supply stores stock them)

Procedure: (Spray) paint the block s different colors suggesting some sort of code for nouns, verbs, adjectives, pronouns, etc. On the six surfaces of the blocks print or glue appropriate words. Colored template cards representing different sentence patterns should also be made. The child rolls out the blocks and must construct and read a sentence following the prescribed sentence pattern depicted by the template. Numbers 1-4 can be put on the blocks to keep a score of the students' various accomplishments. This game is also useful to demonstrate to students how the words in a sentence can be changed around without changing the meaning of the sentence.

52

ROLLING PHONEMES

Purpose: Word building; phonics principles

Materials: $1\frac{1}{4}$"wooden blocks (most large lumber supply stores stock them)

Procedure: (Spray) paint initial sound blocks green, vowel sound blocks yellow, final sound blocks red, and a "final e" block gold. Try to arrange it so that the high intensity consonants (d, f, m, p, s, t) are together on one block and the low intensity consonants (j, k, qu, v, y, z) are on another, etc. Keep vowel sound patterns together such as single vowels, digraphs, diphthongs, and r-controlled combinations. Do the same for ending sound combinations, consonant blends, and digraphs. The "Golden E" principle can be represented by putting an 'e' on three sides of the cube and leave the other three sides blank. The child rolls out the blocks and arranges them in the green, yellow, red order, and tries to read it. Nonsense word is worth one point, and a real word is worth two points.

53

"OLD GROUCH"

Purpose: Vowel sound practice

Materials: Two $1\frac{1}{4}$" wooden blocks, master for score sheets

Procedure: A vowel is printed on each of five surfaces of each block with a grouchy face on the sixth surface. Mix long and short vowels on the two blocks with some on each. A spirit duplicated score sheet for each child should be made in the form of a "T" with the vowels in order down each side, one side for long and one side for short sounds. The two blocks are rolled. As the vowels appear the student must say a word representing either the long or short sound as indicated, and he marks off the particular vowel from his score card. If an "Old Grouch" appears, he loses credit for the other vowel, and if both appear, he loses credit for all vowels in the game. He must say a word for every vowel that appears even if he has already had it. The first child to complete his card wins.

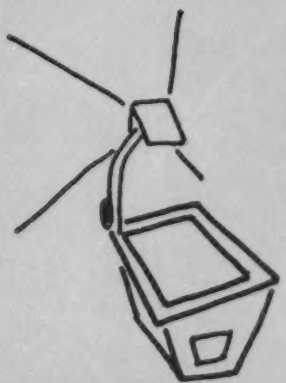
64

54 SHADOWS ON THE WALL

Purpose: Word analysis; phonics principles; word family study

Materials: Overhead projector, plastic letters from a magnetic letter set (remove the small magnets)

Procedure: The best place to show the projector on is the chalk board. The light and contrast is sufficient, and the children can draw over the letters on the chalk board. Place the letter 'm' on the glass and ask, "What word do you think I'm going to make?' The children all make appropriate guesses. Follow this with, for example, the letters a-r-k and ask for guesses after each letter--discussing appropriateness of responses. Another way is to place all letters of a word on the glass in the form of an anagram. The letters __ick could be placed on the glass and shown on the chalk board so the children can write possible beginning consonants either from their own ideas or from direction of the teacher. Spelling words could be presented this way for the children to trace on the chalk board.



55

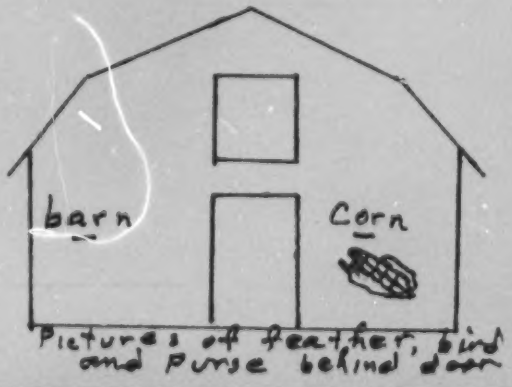
RUSTY OL' BARN DOOR

Purpose: Reinforcing the sounds of vowels "controlled" by "R"

Materials: 12" X 18" card made from colored construction paper, workbook pictures, and oak tag as shown in illustration

Procedure: The teacher can say something like this: "What sound does "ar" have when you say "barn"? Yes, it sounds just like the letter 'R', doesn't it? We could even call it a 'long R' sound, couldn't we?" Do the same with "corn", noting the small word, "or", within. Very few persons have to go through the barn door to see what "er", "ir" and "ur" sound like. What does a rusty door sound like? "E-r-r-r" That's what the sounds are in "feather", "bird", and "purse".

66



56 RIDDLE ME PLEASE

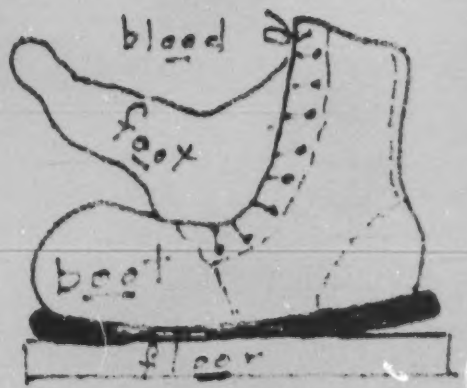
Purpose: Anticipatory comprehension

Materials: Book of riddles, 2" X 6" construction paper strips, felt-tip marker

Procedure: Approximately 10 to 15, depending on size of group, riddles are written on the construction-paper strips, the riddle on one color and an answer on another color. An answer coding system on the backs helps settle arguments that are bound to occur. The strips are shuffled and passed around the group. In turn, the children read the riddles out loud and another child presents the answer. A winner may be determined on the basis of who gets rid of all of his strips first, or by who collects the most complete riddles.

Purpose: Study the four sounds of the oo digraph

Materials: Out of colored construction paper and oak tag, construct the illustration as shown--the foot is attached by a paper fastener brad so it can swing out, and a depiction of a blister bleeding on the back of the foot is drawn.



Procedure: The teacher begins a dialogue such as, "What's the sound of 'oo' in boot? Yes, then if it sounds like/oo/, this (pointing to the floor) sounds like fl/oo/r--right? Well, then if this is a floor, then this must be a b/oo/t, right? Etc." Each time a new word is named, it is pronounced with the previous 'oo' sound, and vise versa. The blister (and blood) on the back is because the b/oo/t doesn't fit the f/oo/t (changing the sounds around in the two words).

58

SHUFFLEBOARD

Purpose: Word analysis; sight word drill; phonics principles

Materials: Chalk eraser, shuffleboard pattern on the floor with masking tape

Procedure: The game is similar to regular shuffleboard, except the spaces are filled with sight words, words to rhyme, blends, digraphs, vowels, etc. A starting line perhaps 15-20 feet away is best. Points may be awarded for accomplishments of various degrees of difficulty.

59 PAIR SNARE

Purpose: Word recognition and vocabulary categorizing

Material: 3'x4½" oak tag cards with 10 words or phrases each of 5 categories such as sports, tools, touching, furniture, etc.

Procedure: Each player gets 4 cards. The object of the game is to collect the most pairs of words in categories. If he holds a pair in his hand, he lays it down and draws until he holds no pair. In turn, each player draws a card and tries to make category pairs of word cards. The player with the most pairs when all cards are drawn wins.

60 PINNING THE EARS ON SNOOPY

Purpose: Sight word drill; word family study; phonics elements

Materials: A large profile of Snoopy and several ear shapes

Procedure: Depending upon the purpose of the game, the profile of Snoopy is divided off into sections on which are written sight words, word elements, phonics elements, etc. The children's names may be written on the ears, or, if phonics elements are being used, blends or such may be written on the ears. The typical game of "Pin the Tail on the Donkey" is played. When the blindfold is removed, the player reads the words printed in the particular section of the profile, or the words are rhymed, etc. If word elements are being used, the player adds his blend, digraph, or beginning sound to the 2 or 3 word elements in the particular section of the profile. (Example: bl +___ind, __ack, __ip, etc.) Root words and affixes may also be used. The player coming closest to the right spot wins.

61

RAINBOW DRILL CARDS

Purpose: Sight word drill; phonics principles; vocabulary

Materials: 12"x18" oak tag cards divided into areas of four equal columns across and 5 equal rows down, five colored felt markers, 5 color spinner

Procedure: For example, write the first 20 Dolch Words on the card, writing four different words in each of 5 different colors. It is attractive to write the words so that no two colors are in the same row or column. Each player spins the spinner and reads the four words of the color the spinner stops on. This is continued until all the words on the card have been read successfully, and the next most difficult word card is used. The player who reads the four words of the last color chosen successfully gets to have the card for the remainder of the session. Other cards could be made using 20 blends or common consonants. Vowel sounds or vocabulary (antonyms and associations) could also be used. Math facts are good too.

72

62 ROBIN HOOD AND LITTLE JOHN

Purpose: Spelling drill

Materials: Spelling list, Robin Hood hats or appropriate headbands

Procedure: The class is divided into two teams--Robin Hood's men and Little John's men. A Sheriff and a place for the Nottingham jail should also be selected. A child from each team stands on a chair facing each other representing the log over a stream on which the famous battle took place between Robin Hood and Little John. Flash cards or spelling words are presented to the two students. A 3 out of 5 encounter occurs. The winner takes feather back to his team, and the loser is confined to the Nottingham jail to serve a predetermined sentence (writing missed spelling words). This would be a good game to play just before the customary end-of-the-week spelling test.

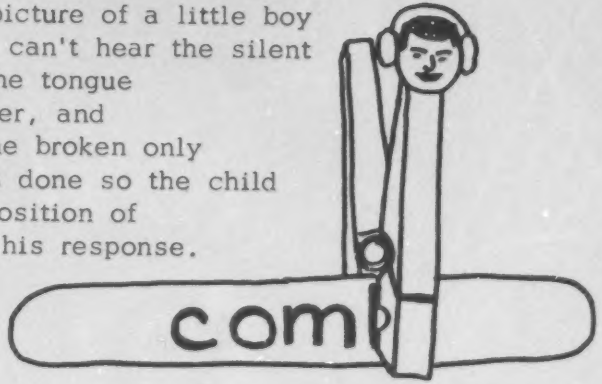
63

SILENT LETTER CLO(TH)ES PINS

Purpose: Recognition of words with silent letters

Materials: Plastic or wooden clothespins (spring type), tongue depressors, "Flair" pen

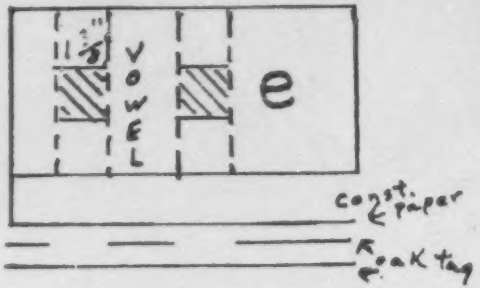
Procedure: On the tongue depressor, write words involving silent letters. Space out letters evenly. On the top of one of the clothespin wings, glue a picture of a little boy with earmuffs--signifying that he can't hear the silent letters. Clip the clothespin on the tongue depressor covering the silent letter, and on the back draw a horizontal line broken only where the clothespin is. This is done so the child can check himself for the right position of the clothespin after he has made his response.



64 SLIDING-STRIP LONG VOWEL-'E' CARDS

Purpose: Practice the final-'e' principle; consonant substitution

Materials: 6"x9" oak tag and colored construction paper and oak tag "spacers" as shown in the illustration, 1-3/8" wide oak tag strips about 18" long



Procedure: Use a different colored card for each vowel. Insert the long strips into the card and write beginning and ending consonant patterns through the holes so that they are spaced properly. Between the holes write one of the vowels and write a final 'e' to the right of the last hole. The strips can be slid up and down to change either the beginning or ending consonant sound. The oak tag spacer between the layers is very important to allow the strips to slip freely.

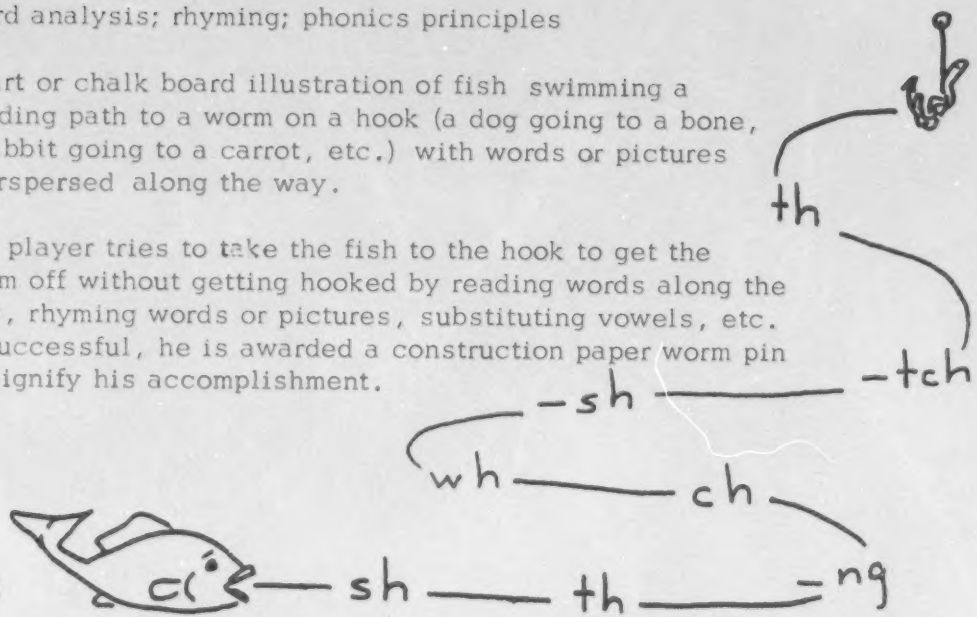
65

SMART FISH

Purpose: Word analysis; rhyming; phonics principles

Materials: Chart or chalk board illustration of fish swimming a winding path to a worm on a hook (a dog going to a bone, a rabbit going to a carrot, etc.) with words or pictures interspersed along the way.

Procedure: The player tries to take the fish to the hook to get the worm off without getting hooked by reading words along the way, rhyming words or pictures, substituting vowels, etc. If successful, he is awarded a construction paper worm pin to signify his accomplishment.



66

SPELL-BOWL

Purpose: Spelling motivation

Materials: Personal bowling score sheet for each child

Procedure: Spelling test scores are considered in percentages and rounded off to the nearest multiple of ten. The percentages are then converted in to units of 1 to 10. (Example: 14 words out of 16 spelled correctly =87.5% rounded off to 90% and converted to 9.) The Wednesday or "trial" test is considered the first ball of a scoring frame. If a 100% is achieved, it is scored a strike. If a 7 or 8 is scored on Wednesday, a 100%on Friday or the "final" test is scored a spare on the first ball rolled on Wednesday. A 10 week bowling score is kept in otherwise typical bowling score fashion.

67

SPELL - UP

Purpose: Spelling drill

Materials: List of homonym pairs

Procedure: The class, divided into two teams, sits on opposite sides of the room. A child on one team either is given or thinks on his own a word of a homonym pair, and spells it. The corresponding child on the other team spells the other homonym. When a word is missed, the teacher spells the word, and the child who missed it stands up. Often children do not mind missing a word in a conventional contest because they get to sit down. This could also be done with the regular spelling list.

SPOONS

Purpose: Sight word or phonics drill

Materials: 3"x4½" oak tag cards---12 or 13 sets of a thing, spoons

Procedure: This game is best played with 5 or 6 players. Plastic spoons numbering one less than the number of players are placed handles-out in the middle of the table. A dealer starts out with the shuffled pack face down. He turns over the first card and decided whether he wants it; if not he passes it on to his left, and so forth. Each player takes a card as it is passed to him or passes it face-up to his left. The object is to collect 3 (or 4 to make it harder) cards of the same word, rhyme, beginning sound, etc. Once a player has the "book" he grabs a spoon, signaling all other players immediately to do the same. The player without a spoon is out, and all but one of the spoons are put back. A new dealer begins a new game, and it continues until two players have a survival battle. A player can keep no more than 4 cards at any one time.

69

STAIRWAY TO THE STARS

Purpose: Sight word drill

Materials: Simulated stairway of pockets to fit word cards into, flash cards for sight words, gold stars

Procedure: For a small group of players, there are perhaps four times as many word cards as there are stair steps. In turn, each player ascends the stairs to the stars by reading the words. If he is successful, he gets a star, and the last word on the stairs is replaced by a new word. The successful player also gets to keep the word removed. If a player is unsuccessful, he gets to take the word he missed (he is told the word at that time), and replaces it with a word card if he has one. Otherwise, he takes the word he missed and a new word is put in its place. As each succeeding player reads the words successfully, the next to the last card is replaced, and so forth. The player with the most stars is the winner.

70

STICK DIP

Purpose: Sound discrimination; phonics principles

Materials: Tongue depressors, 10 oz. clear plastic drinking cups, Flair pen

Procedure: For example, in the study of the sounds of ow , two pictures cut from workbooks such as an owl and snow are pasted on the sides of the clear plastic cups. Write as many words as the children are able to read that have the ow sound on the tongue depressors The object of the activity is for the player to read the words on the tongue depressor and to put them into the proper container. More than two containers can be made in a set, the the task could be to categorize the blends of 'r' or the blends of 'l'. Words of long and short vowel sounds could also be separated.

71

STICK'EM

Purpose: Word recognition drill

Materials: Seasonal shapes or figures with words written on them--perhaps 10 words to a set for each of the players

Procedure: The players sit with their word cards face down in front of them. The player to the dealer's left turns over a card and reads the word. The other players turn over their cards one at a time, and when a player turns up a card matching the one read, he yells "Stick 'em" and gives his turned up cards to the original player. The next player to the left does the same thing, and so on. As all the cards in a pile are turned over, the stack is turned face down and the turning continues. The game can end and the winner determined by either who is the first to get rid of all his cards, or by who is the one who has accumulated the most cards after a certain amount of time. Color or number coding helps to return the cards to their original sets.

72

BOBBYPIN SYLLABICATION

Purpose: Practicing syllabication principles

Materials: 2" X $4\frac{1}{2}$" word cards of two or more syllables; bobbypins

Procedure: The bobbypins are to be clipped over the top of the card to show where the word should be divided into syllables. A small colored dot (cut with a paper punch from construction or wrapping paper) can be pasted in the right spot on the back of the card to show where the bobbypin should be when the child checks his own responses. Or, a thin, black line could be drawn across the back of the card with the breaks in the line where the bobbypin should be.

73 SWITCHEROO

Purpose: Word family study

Materials: 3" X $4\frac{1}{2}$" oak tag cards, 10 each of 4 word family patterns--ick, ing, it, etc.--with some common beginnings in each set, 5 or 6 cards depicting a typical light switch.

Procedure: This game is played much like "Crazy Eights". Each player gets 5 cards, and the object of the game is to get rid of one's cards. The player on the dealer's left must lay down a card with the same beginning or the same word family pattern. If not, he may lay down a "Switcheroo" card naming any word family pattern he wishes. If he can do neither he draws 2 (or 3 to make it harder) cards from the pile; he can play one if he can. Otherwise, the play goes on to the next player. Any time a player can not read a card correctly, he draws two cards and misses his turn.

74

TEAKETTLE

Purpose: Vocabulary and homonym study

Materials: None

Procedure: The object of the game is to stump the other players in the group. A player makes up a "teakettle" sentence using a pair of homonyms, such as, "Since the weather was 'teakettle' the boy decided to walk because he had already spent his bus 'teakettle' on ice cream." (fair, fare) The creativity of the children is well worth the experience of playing the game. This would be a favorite game to play after a study of some of the common homonyms, or after a contest between the boys and the girls to see who can research the most pairs of homonyms.

75 THESE LITTLE KITTENS WON'T LOSE THEIR MITTENS

Purpose: Studying rhyming words or homonyms

Materials: Clothesline strung across the chalk board, cut out mitten patterns and have the children decorate one side so that they will match

Procedure: With homonyms or rhyming pictures or words on one side of the mittens, mix them in a pile in a shoe box. The children try to find the matching pairs of mittens without looking at the decorated side of the mittens. The decorated side is to be used to "check" the activity at the end. The mittens can be attached to the clothesline by a single clothespin.

TORNADO BOWL

Purpose: Blending word parts; rhyming; phonics principles

Materials: Ditto copies or chalk board illustration of an irregular curved enclosure.

Procedure: In the "eye" of the tornado is printed a word family element, vowel, consonant beginning, etc. Around the perimeter of the tornado are printed other pictures or phonic elements which would satisfy whatever is being practiced in the tornado "eye". At a signal the player is to read the elements around the outside of the tornado combining them appropriately with the stimulus element in the "eye". Scores can be kept concerning accuracy, difficulty or speed. The winner can be "Mister Twister".

77 TREASURE BOX

Purpose: Spelling drill

Materials: A decorated shoe box converted into a treasure chest, spelling words on folded slips of paper

Procedure: In turn, each child draws a slip of paper and hands it to the teacher. The word is read and the child attempts to spell it. Points are awarded for each letter in the word. Misspelled words are given to the child, and he takes them to his seat to study. The object of the game is to keep from getting slips of paper. The game is profitable to use with two children in a quiet corner.

78

TRICE

Purpose: Sight word drill; common word elements; structural analysis

Materials: 3" x $4\frac{1}{2}$" oak tag cards, felt marker

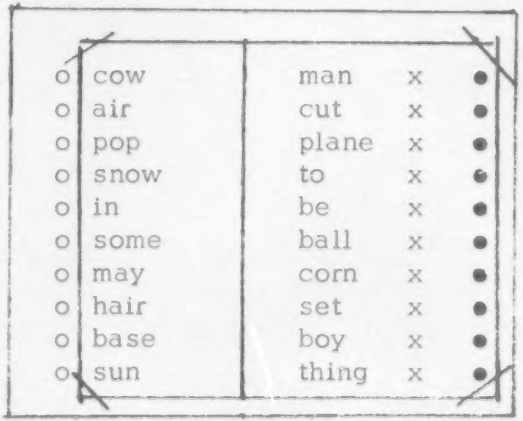
Procedure: A sight word is written on three different cards, or words such as b-ake, c-ake, fl-ake or three rhyming pictures are put on the cards. Ten to 12 sets of cards is recommended for 3 or 4 players to keep the game short and interesting. The cards are shuffled and dealt, five to a player, and a card is turned up to start a discard pile. Upon the possession of a pair, the child lays them down reading them. The game proceeds much like rummy, and the first child to get rid of all his cards is the winner. If a pair is already on the table, a player may lay down for himself the third card of the set. If desired, quality points for difficulty may be assigned to the cards, and scores may be kept. Points held in the hand when someone goes out will be counted against the player.

POKEY PEGS

Purpose: Independent, self-correcting learning device

Materials: 12" X 14" X 1/8" hardboard with 3 rows of 10 $\frac{1}{4}$" holes as shown by the o, x, and ● in the illustration; 10 different colored golf tees or rolled construction-paper pegs; 9" X 12" oak tag cards; oak tag scraps; 10 different colored (same as tees or pegs) construction-paper scraps

Procedure: The holes on the far left hold the tees. A colored reinforcement ring should be around each hole to maintain the 10-color sequence. The 9" X 12" oak tag program card should be punched with the 10 holes only where the ●'s are in the illustration. On the back of the program card corresponding to the position of the x's in the illustration (and the second row of holes in the hardboard) should be pasted



the colored construction-paper scraps. The order of the 10 colors should correspond with the correct answers to the problems on the front. Scraps of oak tag can be folded to make a triangle pocket and be glued on the hardboard to hold the program cards. Various program cards can be made in an unlimited number to provide practice or testing for just about any skill or concept desired. The format of the test board and program cards can be altered to fit any pattern desired, whether it be formal (from workbook pages) or teacher-made. The student can check his work by matching the colors of the tees with the colors showing through the center row of holes (x's in the illustration) when the hardboard is viewed from the back.

81

TURN ABOUT'S FAIR PLAY

Purpose: Spelling study

Materials: Ditto copies or to be copied from chalk board

Procedure: A word, such as "sentence", is written downwards in a column as well as upwards in a second column. The object is to see who can fill in words beginning and ending with corresponding letters as shown. Rules should be established pertaining to use of dictionary and length of words. A possible system of score-keeping may be to count one point for each letter of the words spelled. Two penalty points might be given for misspelled words.

82

TURN AROUND

Purpose: Listening attention; anticipation; word recognition; contextual rules recognition

Materials: Short story, common or special words from the story on flash cards

Procedure: Depending upon the size of the group, 10 or so words are chosen from the story and are passed out to the children. As the story is read, the children listen for their word(s) to be pronounced. The instant they hear their word, they can stand up quickly and turn around once. As the children gain proficiency, the teacher may stop reading the story at a certain point, and the child who thinks he has the next word which fits in the context of the story jumps up and turns around, as he says the word. To maintain high interest, the words can be passed around to other children in the group as the story is re-read or as it continues.

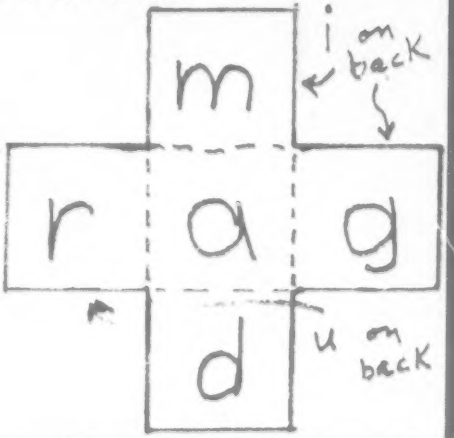
83

VOWEL CROSSES

Purpose: Recognition of simple vowel sound words; vowel substitution

Materials: Crosses are constructed from oak tag, all dimensions being $1\frac{1}{2}$" as shown in the illustration.

Procedure: As is shown, a three-letter c/v/c word is printed on the horizontal bar of the cross. On the back of the vertical bars are written single vowels so that when they are folded across the center section, the vowels substitute for each other. If desired, another three-letter word may be written vertically, sharing the same vowel as the original word, and the side bars fold over to substitute the vowel in the vertical word.



84 WAR OF THE WORDS

Purpose: Sight word drill

Materials: Oak tag flash cards (2" X 4") of sight words to be practiced

Procedure: A large pack of sight-word cards (some can be duplicated) is divided equally face down for each of two players. Numbers 1-5 should be printed in one of the top corners. The numbers should receive equal distribution throughout the pack. At an agreed signal, the players simultaneously turn over one card at a time, pronouncing the word. The word card with the highest number takes the other card if the high number card was pronounced correctly as judged by the other player. In case the high number card is pronounced incorrectly, the other card takes it if the word was read correctly. In case of ties, the next 3 cards in each pile are revealed and the points added up, the highest sum taking all 8 cards. The one who ends up with all the cards or the most cards after a given amount of time wins the game.

85 WHAT'S UP?

Purpose: Word analysis

Materials: Writing paper, 1" square oak tag with numbers on one side

Procedure: Each player secretly writes a word (or spelling word) on a paper and covers up each letter with a numbered square. (The numbered squares rank as high as the number of letters in the word.) The word is placed on the table after it is covered so that the other players could read it if it were uncovered. In turn, each player asks a specific player if he has a specific letter. If so, the letter is uncovered and the asking player is given the points of the square that covered the letter. (Squares may be randomly placed over the letters.) The player keeps asking anyone he wishes until he gets a "No!" Only in turn may a player divulge another's word and only by spelling it out as he would in his normal turn. 10 points are given for revealing another's word. Other point values may be necessary. The last one to have part of his word covered should get some bonus points.

86

WORD BIRD

Purpose: Sight word drill

Materials: Chalkboard, eraser (dart gun optional)

Procedure: Silhouettes of birds are drawn on the chalkboard. Sight words are written on them. Children take turns shooting at the birds with the dart gun and must say the word if they hit it. The word is then erased, and the game ends when all the birds have been shot. Without the gun, the game can be played by the "hunter" shooting (reading) the words, and the "retriever" erasing them as they are shot.

Variations: Blends or other phonic elements may be substituted for the sight words, and the children give words of their own representing whatever phonic element they hit. Quality points may be awarded for words or elements of varying difficulty. Math concepts, antonyms, spelling of homonyms, or rhyming could also be involved.

87

WORD BASKET UPSET

Purpose: Sight word practice; phonics drill

Materials: Pairs of sight words or phonics elements or pictures on small cards, accompanying word or phonics list

Procedure: Each player holds two cards, of which other players hold duplicates, randomly dispersed. A child who is "it" stands in the middle. He calls out a word from a word list or a phonics list. The players holding the words must try to change seats, and the player who is "it" tries to take one of the vacated seats. If a card-holding player is left standing, he then becomes "it" and gives his cards to his predecesor. Once in a while, "it" may call 'word basket upset', and all players must switch seats while "it" tries to find a seat. This old and popular game needs much room and a time when noise and excitement will not disturb anyone.

WORD BUILDING GAME

Purpose: Word building; blending; recognition of common word elements

Materials: 1"X1" cards of oak tag for beginnings, 1" X 2" cards of another color for endings (word element patterns), spinner

Procedure: Consonants, blends and digraphs are written on the smaller cards--duplicating many of the more common ones. Word elements such as ish, ock, ing, ight, are written on the larger cards. The cards are scrambled in a box. A child, in turn, spins the spinner to determine whether he takes 1 to 5 cards or "puts back 2". Beginnings are combined with endings to form familiar words, which are read and placed in a column representing the child's accomplishments. A score can be kept involving quality points for easy or difficult word elements and combinations, or the winner may be the one who has the most words or the first one to make ten words.

89

CONSTRUCT

Purpose: Word building; spelling, recognition of common word elements, and consonant substitution

Materials: 2" X 2" oak tag cards on which are printed alphabet letters. Vowels should be included three or four times as much as some of the most frequent consonants. Consonant blends and digraphs may also be included.

Procedure: The cards are scattered face down and the children select one at a time in turn, naming the letter and giving the word which would begin with or contain the letter. After the letters have all been picked up, the children begin to construct familiar words--as many as possible--using each card no more than once in any word. A score may be calculated such as 2 for each card collected and 1 for each time a card is used in a word, i e, 3 for a 3-letter word and four for a 4-letter word, etc. Someone should record the words for each child as the words are constructed.

A WORD IS WORTH 1,000 PICTURES

Purpose: Vocabulary enrichment; spelling motivation

Materials: Pencils and drawing paper

Procedure: This game demands much silence, but encourages much enthusiasm. The class is divided into several teams of equal numbers. One member from each team comes up to the front of the room where the teacher whispers or shows them a word. The players then rush back to their group and each attempts to communicate the word to his other team members by drawing one or more pictures on drawing paper. No letters or number symbols may be used. When a member of a team whispers the correct word to the artist, and receives a confirming nod, the person who guessed the word runs up to the frontof the room and whispers it to the teacher or writes it on the chalk board. This is a good game to use with the week's spelling words.

91

WORDS ON A SHOESTRING

Purpose: Word recognition; sight word drill; letter-sound recognition

Materials: 3" X $4\frac{1}{2}$" oak tag cards with words, letters, or pictures on them--a hole in the top left corner is necessary, shoestrings

Procedure: With a card with his name on it tied on the end of a shoestring, each player is ready to collect words he knows or letters and pictures he has learned. The cards threaded on a child's shoestring represent his accomplishments of the week, allow collective evidence to him that he is making progress, provide opportunity for review and drill on words recently learned and give the teacher a new way of practicing phonics principles.

92

SAY "WHEN"

Purpose: Sight word drill

Materials: Large stack of sight word flash cards

Procedure: Easy and difficult sight or vocabulary words are mixed thoroughly in a considerably large stack of flash cards. In turn each child reads the words and collects the ones he reads correctly. He may stop at any time he wishes, keeping the cards he received in that turn. To make it more exciting, one or two "Old Grouch" cards may be inserted in the pack which, when they would come up, would cause the reader to lose all cards on that turn. The winner is the one who collects the most cards. If necessary, a two or three-second time limit may be imposed on reading the words.

Variations: Math facts could also be used.

93

SPIN-A-VOWEL

Purpose: Vowel sound recognition; vowel substitution

Materials: $4\frac{1}{2}$" X 6" colored construction cards, plastic envelope made with thin cardboard and heavy gauge overhead transparency plastic taped on a short and a long side, wax or grease pencil, spinner divided into 5 areas for the vowels

Procedure: On the colored cards, write five sets of common beginnings and endings separated by a blank on which a vowel could be printed, but on the plastic. Some could be words which have several vowels while others could have only one vowel. Each player has a different card. As the spinner selects a vowel, each player writes the vowel in a blank that would make a real word. The first player to make all five words on his card wins. The same vowel may be used as many times as it appears on the spinner.

COTTON PICKER

Purpose: Word recognition; sight word drill; rhyming; comprehension

Materials: Checkerboard; oak tag squares the same size as the checker-board squares; fluffy cotton balls to be glued to the tops of the squares; words, pictures, letters, or simple directions to be placed on the checkerboard squares; spinner

Procedure: The checkerboard is to be used as a "trail game" and a starting corner is designated. The trail spirals around the edge of the board toward the center; or, pins and colored yarn can be used to make a different shaped path using as many squares as possible. Point values can be written on the under side of the cotton-topped squares such as 1 to 3, "double next score" or "extra turn", etc. The number of moves is determined by the spinner. The player lifts the cotton square for the square he is to land on, and does whatever he is supposed to do for that square. He gets to keep the square if he is correct. Following players play only on cotton-covered squares.

95

POP BOTTLE CAP TOSS

Purpose: Blending consonants with word family elements to make words

Materials: Pop bottle caps that are (spray) painted on top, several (16 to 20) margarine containers

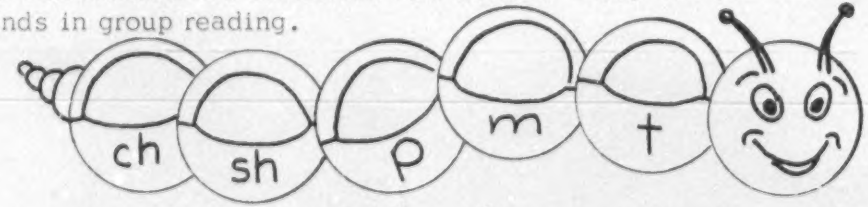
Procedure: 16 or 20 plastic margarine containers are nailed in a 4 X 4 or 4 X 5 pattern on a board so that the edges just touch. In the bottom of the containers are printed many of the more common word family elements. From a distance of about 6 to 10 feet, the players toss the pop bottles caps into the containers. The painted bottle caps; have consonants and blends written on them. The players are to pronounce the words formed by the beginning consonants and the word elements. Two points can be awarded for correctly saying a "real" word, and one point can be given for a "nonsense" word.

PAPER PLATE WORMS

Purpose: Beginning consonant pattern study or vowel sound study

Materials: 12" paper plates are placed face to face and stapled or stitched together around the edges only half way, and one plate is then cut in half--forming a pocket; several of these are made with respect to the number of elements being studied.

Procedure: For example, if digraphs are being studied, the plate sections with the digraphs written on them are strung together and a section is made to represent a friendly worm's head. The children are asked to bring cut-out pictures or to draw pictures representing the various sounds which are placed in the appropriate sections of the worm. The pictures can be mounted on leaves and used to study and practice the sounds in group reading.



97 PLASTIC COW

Purpose: Individual, self-correcting practice exercises

Materials: Several plastic margarine containers (whence the name "Plastic Cow") with slits in the top in which to insert 2" X $4\frac{1}{2}$" word cards

Procedure: For example, word cards involving long and short vowel sounds can be inserted in the containers as the player studies the words. When the activity is completed, he may look for the small list inside the container to check himself on the words he selected tohave long or short vowel sounds. Pictures representing consonant beginnings may be used as another example. Or, "hard" and "soft" sounds of 'c' and'g' may be involved by using pictures, words, or nonsense words and inserting them in to containers on which are attached a piece of cotton (for soft sound) and a large metal nut (for hard). Don't forget that a check list for correction should be in each container for the child to practice self-correction.

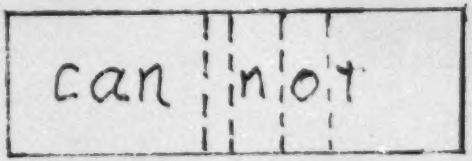
98

ACCORDION CONTRACTIONS

Purpose: Visual demonstration of the process of forming contractions

Materials: Various lengths of 2" wide oak tag, masking tape, felt marker

Procedure: Print the words from which the contraction is made, for example, "can" and "not", on a strip of oak tag. It is difficult to develop the knack of determining the exact distance to print the letters and make the cuts in the oak tag.



The dotted lines show where the oak tag should be cut and a masking tape hinge should be applied to the back. If the directions of the folds are done correctly, as shown, the card can be extended out to show the two original words. The card can then be quickly and easily folded together to show only the clip with an apostrophe attached can be used to hold the card folded together correctly.

99 ALPHABET SOUP

Purpose: Practicing alphabetization

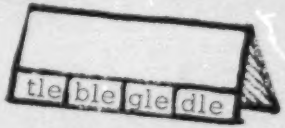
Materials: 9" X 12" oak tag card folded in half lengthwise with 4 or 5 soup bowls depicted on it, 2" X $4\frac{1}{2}$" word cards

Procedure: A large pack of word cards is made. Each player's game tray has pocket slits in each bowl to hold the cards as they are being played. Five cards are dealt one at a time to each player. As he receives each card, it is immediately placed in the slit in each successive bowl--the cards must be placed in the exact order they are received. Then, in turn, each player draws a card from the pack and reads it. If he is correct, he gets to keep the card to replace any card on his tray. He must replace one of his cards. The object is to replace the cards appropriately so that all five will be in correct alphabetical order without changing any cards around.

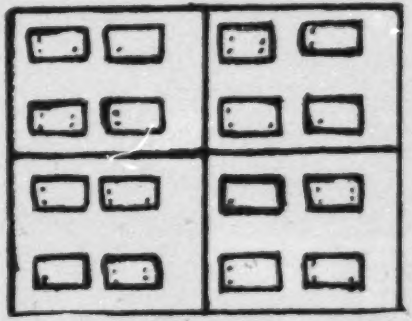
100 TRIPLE

Purpose: Recognition of words ending in consonant - le

Materials: 52 3" x 4½" oak tag cards--make four sets of 13 words ending with -tle, -ble, -gle, -dle; two 12" x 18" oak tag sheets hinged together with masking tape to make a playing board which is then marked off into four quarter sections, one for each player to lay down his cards; four trays made by folding a 12" x 18" oak tag sheet, as shown, with four category pockets in which the players collect their cards.



The bottom of the tray is folded up to make the pockets, one for each _le ending. The 52 playing cards have printed on them only the first syllable



Playing Board

of the _le word, such as drib-(ble), shin-(gle), ti-(tle), and rid-(dle). Pictures cut from workbooks representing the four _le sounds can be pasted on each of the 12 positions on the playing board. The 1 to 4 dots on the playing board indicate the point value of each _le ending. The number of dots are assigned to different positions for each player.

Procedure: For four players 7 cards are dealt out and a discard pile is started beside the undealt pile. The object of the game is to be the first to get rid of one's cards. Players in turn can take a card from either pile, and the procedure follows much the same as Rummy. A player can lay down syllable cards in groups of no fewer than three at a time. Points are counted according to the number of dots on the different positions on the playing board; for example, 1,2,3, or 4 points are given for every card played on -gle, depending upon the section of the board.

DOLCH WORDS ACCORDING TO FRY'S 600 INSTANT WORD LIST

the	will	about	there	them	said	many	where	wish
a	are	had	from	how	did	saw	am	black
is	of	if	go	like	three	soon	live	may
you	this	some	see	*going	down	upon	four	let
to	your	up	then	our	work	first	away	use
and	as	her	us	what	put	came	red	these
we	but	do	no	know	were	find	pretty	right
that	*its	when	him	make	before	because	*pick	please
in	be	so	by	which	just	made	eat	why
not	have	my	was	much	long	could	want	better
for	he	very	come	his	here	look	white	under
at	I	all	get	who	old	run	got	*blue
with	they	would	or	an	take	into	play	never
it	one	any	two	their	again	say	found	best
on	good	been	little	she	give	think	bring	ran
can	me	out	has	new	after	big	*pull	*light

DOLCH WORDS ACCORDING TO FRY'S LIST (CONT.)

five	yellow	green	sit	start				
read	show	every	ride	always				
over	goes	brown	hot	around				
too	clean	six	grow	walk		GRADE LEVELS		
shall	buy	gave	cut	ten				
own	thank	write	seven	*draw	0-20	1.1	172-175	2.1
only	sleep	*laugh	funny	now	21-40	1.2	176-180	2.2
open	*tell	try	*hurt	keep	41-60	1.3	181-185	2.3
kind	jump	myself	yes	done	61-75	xxx	186-190	2.4
must	help	those	ate	together	76-80	1.4	191-195	2.5
far	fly	hold	stop	went	81-100	1.5	196-199	2.6
both	don't	full	off	well	101-120	1.6	200-202	2.7
*drink	fast	carry	once		121-140	1.7	203-206	2.8
call	cold	eight	fall		141-160	1.8	207-211	2.9
ask	today	sing	round		161-170	1.9	212-215	3.1
small	does	warm	wash		171	2.0	216-220	3.2

The 220 words in the Dolch list is an uncompromising collection of non-noun words, compiled by the late Edward W. Dolch, which represent a considerable amount of analysis of the language found in basal readers. These words are necessary for playing many games described in this book. Needless to say, the vocabulary words of any basal program might be used, although the Dolch Words offer the highest utility of any collection of words of this size. These words make up approximately 70% of the words found in most primary basal reading systems and roughly 60% of the words in most intermediate grade readers. The list is included in this book because of the unique order in which the words are given. Never before has there been a listing of the Dolch Words in the order as they are found on Fry's 600 Instant Word List; i.e., they are listed in the order of their use and frequency in our language. In many of the games, such as "Five Fingers" and "Rainbow Drill Cards", the Dolch Words should be used in the order suggested here. Mastery of the Dolch Words, usually by the end of third grade, allows the reader to use less total reading energy and be able to concentrate more of his attention on the usually harder content words from which most of the meaning of a passage is derived. The asterisked words are not found on Fry's List.